

Ask the Doctor



in sync!

September 2011



N SYNC ??



In The Sink?

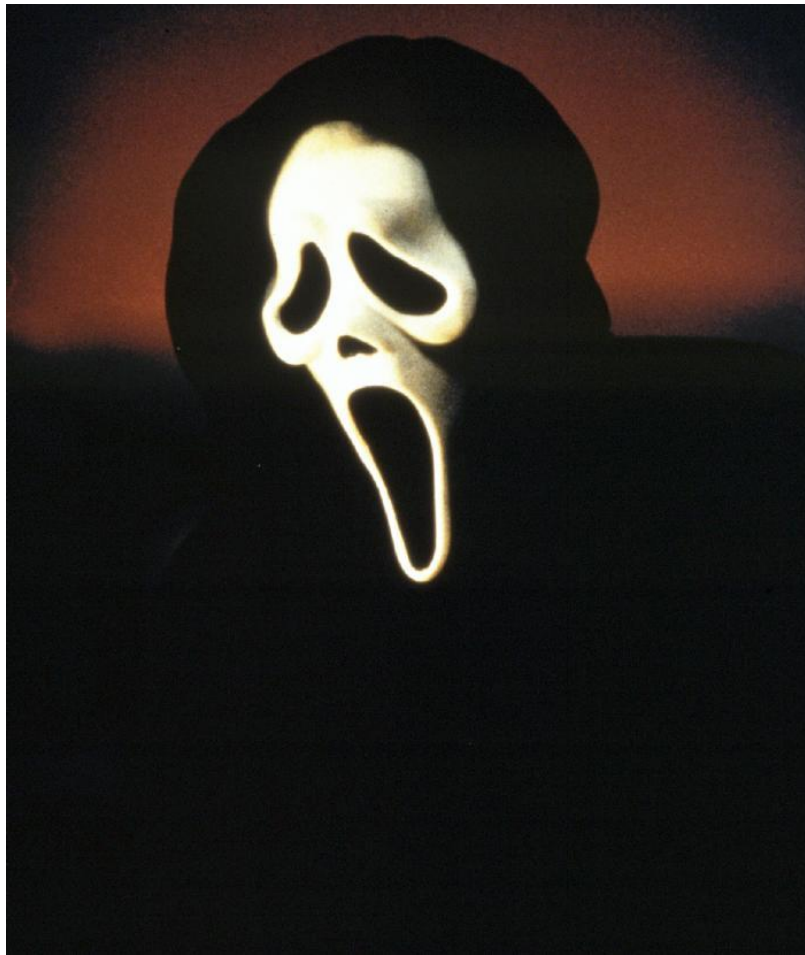


Maybe...



In Sink ERATER?

Out of Sync



Don't You Just Hate It

When:

**You're the
Administrator
and...**



**You're the Speech
Therapist and...**



Don't You Just Hate It When...

You're the Teacher And...

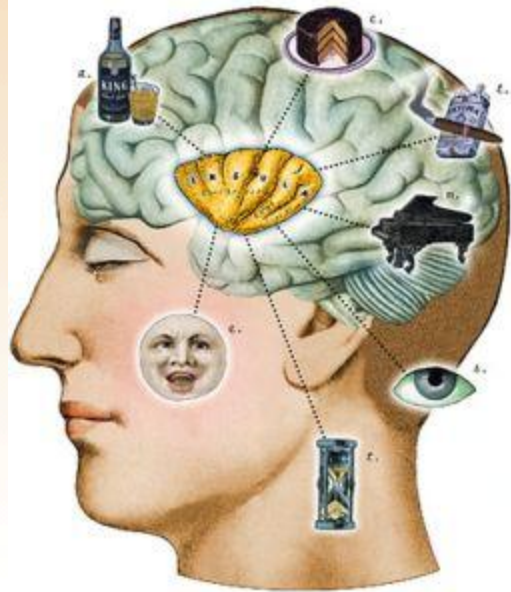


You're the PARA And...



Fixer

Psychologist



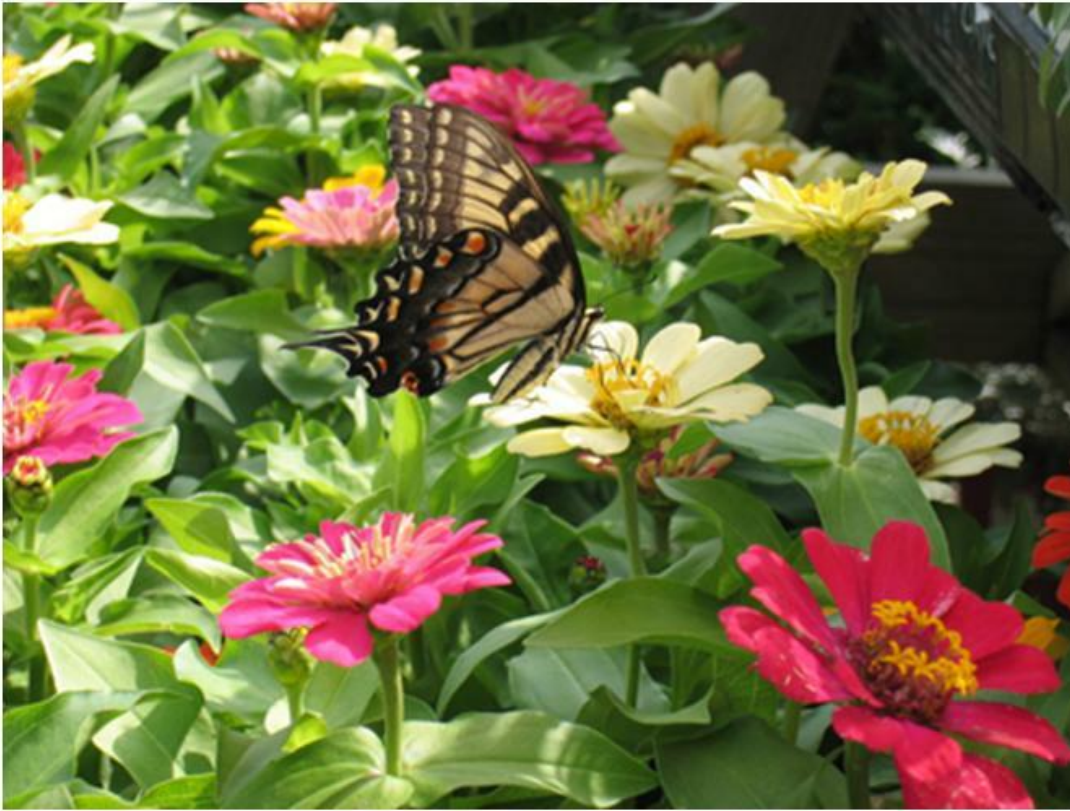
Behavior Analyst



Prepare the Soil for Planting Good Seeds



Growing A Garden



IN SYNC is About:

1. Developing
2. Using
3. Maintaining
4. Generalizing
5. Fading

- LASTING
- BEHAVIOR
- CHANGE



STEPS To Take

- Know the Student
- Know the Setting
 - Purpose or Mission
 - Personnel
 - Power Struggles
 - Ability to Adjust Contingencies



What Da Ya Do



You Look At the
Literature for
Evidence Based
Practice

When You Want to
Know What Evidence
Based Practice for
Syncing is ?





NOT -So - Surprising News



Overall Gap Between Research-to-Practice



- Limited Efficacy of Didactic Methods for Providing Professional Development



General Consensus (Cont)

1. job embedded training
2. direct observation and measurement of skills
3. followed by feedback-expected, repeated



For Example

- Just a smattering of examples from the current literature:



Classwide Treatment Integrity—I.A.'s

- Token Economy
 - Instructional Assistants
 - Rules for Delivery of Tokens
 - Inservice 2 days
 - Brief for new hires

Opps

Petscher, et al, JABA(2006)



“Rules of Thumb” Sheets

Self-Monitoring Form

Initials: _____ Date: _____ Time: _____

Please complete this following an observation session. Mark an X in the box you think corresponds to your behavior. Write “NA” in comments if you do not think it applies.

Managing difficult verbal/ disruptive behaviors:

Made a specific, correct point call within 5s of violation, did not respond to arguments or comments that occurred without hand raising.					
How much of the time?	0-25%	26-50%	51-75%	76-100%	Comments

Delivery of prosocial/ proacademic points:

Marked or told at least one student to add points, and told the student what he or she did right.					
How many times?	3 or >	2	1	0	Comments

Prompting to engage in a task or assigned activity:

Moved to student to give instruction, and said what should be done rather than what had been done.					
How much of the time?	0-25%	26-50%	51-75%	76-100%	Comments

Plus Accuracy Feedback and Prompting after
Observations for Accuracy—
 Vibrating Pager

Petscher, (2006)
 Dr. Susan Clare

Inclusive Settings

- Basic Skills ID'd
 - Prompting
 - Reinforcing
 - Correction Procedures
- On the Job Monitoring

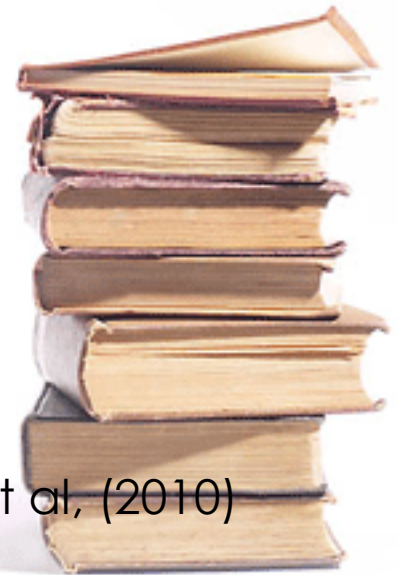


Schepis, et. al, (2000)

What About BSP's

- Evaluate the Student
- Evaluate Enviornmental/Learning Variables
- Develop a Dynamite Plan...
- But then **IT** doesn't work??

DiGennaro-Reed , et al, (2010)



TEACHER Implementation of BSPs



- Video Modeling



- Variable Improvement

- Performance Feedback



- 100% Implementation of
BSP

DiGennaro-Reed , et al, (2010)

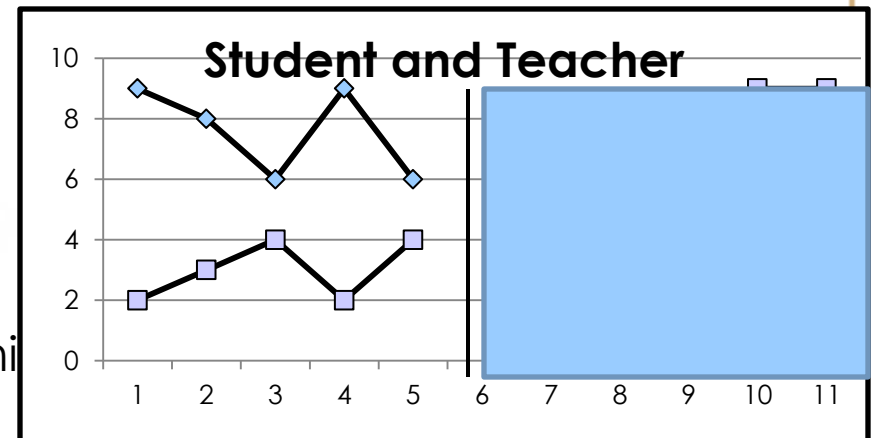
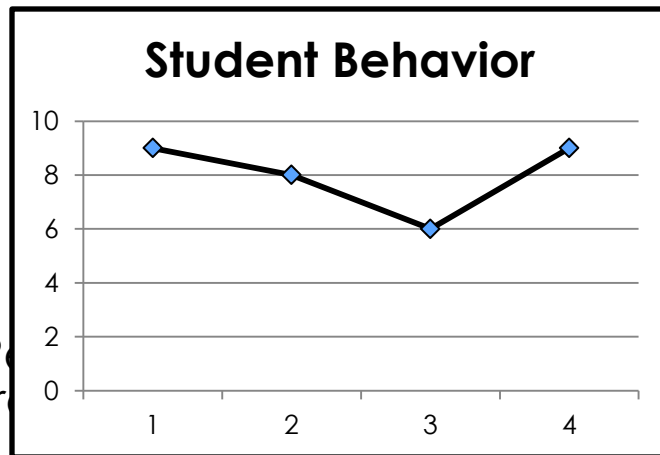
Is it the PLAN?

or

The Implementation

Special Educators and Function Based Tx

- Data Review with Teacher on target student's behaviors



Noell, et. al (2002)



Plus



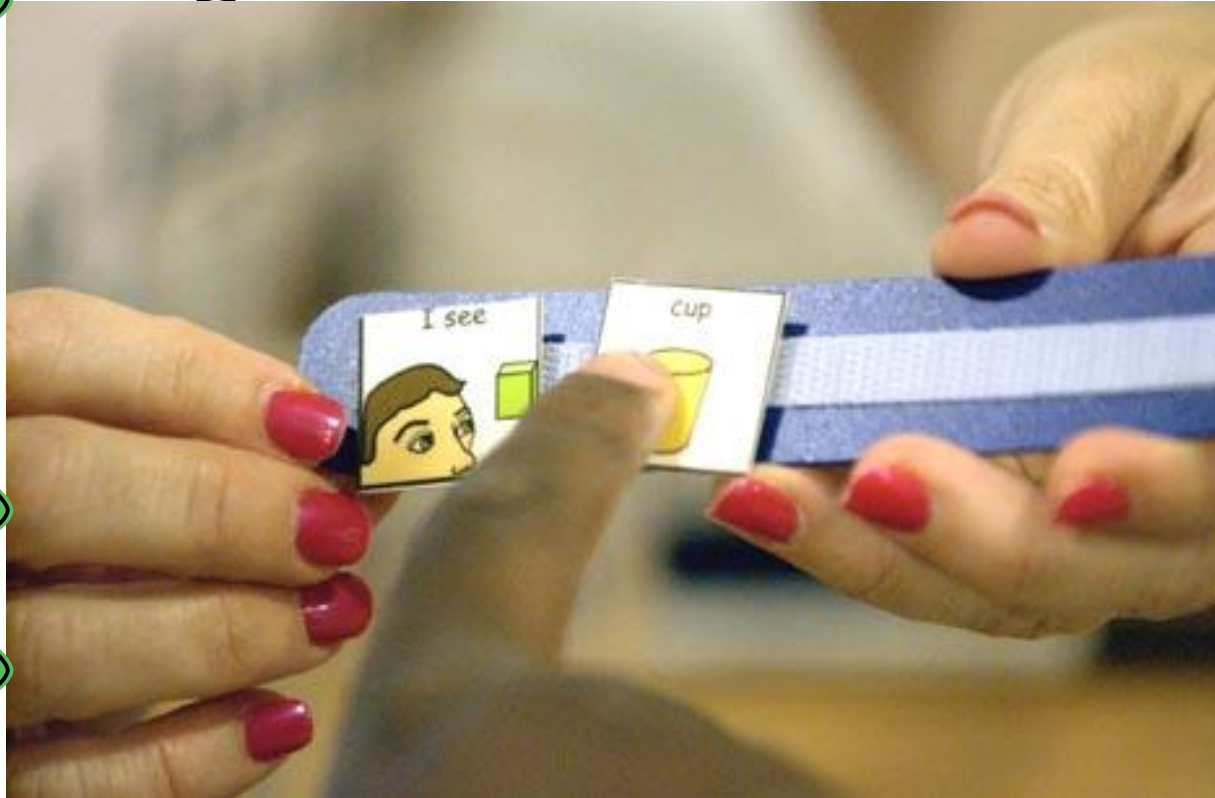
- 100% Fidelity resulted in avoiding consultant conference going over needed changes.



DiGennasro-Reed, et.al,
(2007)

Training for PECS

2 Days
6 ½ Days
5 months



Howlin, et al (2007)

No evidence of improvisation , no follow-up



Expert Training and Consultation in PECS



Need BST: Behavioral Skills Training



Behavioral Skills Training

PECS

- Written and Verbal Instructions
- modeling,
- rehearsal,
- feedback

Rosales, Rocio, et al, 2009



Menu of Role Play Foils

- Pick up and reach out to trainer
- Hold hand out or try to get item
- Pick up pict., but don't give to T.
- Stare at the picture, don't get it
- Wait for physical prompt
- throw pict. at trainer

Rosales, Rocio, et al, 2009 (cont)





**What's the Bottom Line; The Biggest Bang
for the Buck?**

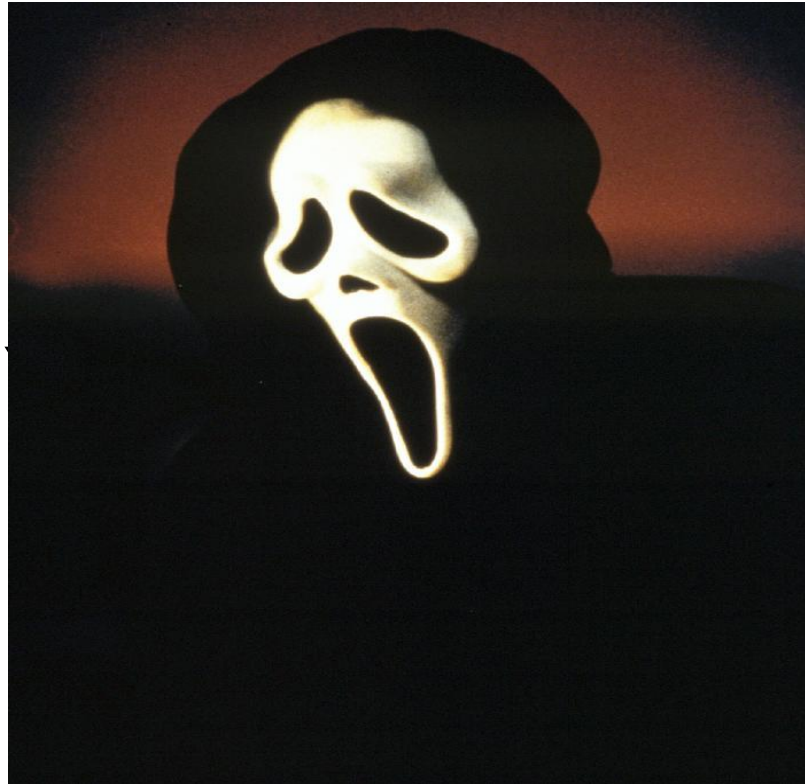


MESSAGE?



Avoid the “Don’t You Just Hate It When’s”

SYNC



SYNC

Yourself

LASTING

BEHAVIO

R



Consider

1- Preparing the Soil for that Garden with a Behavior Skills Set

- Operationalize Expected Set of Behaviors
- That matches the skills needed by each level of implementer



Water Your Garden

2. By direct observation of skills needed (train, show, practice)



Fertilize Your Garden

3. Measure Behavior Skills Implementation and Reinforce



Weed Your Garden

4. Organize and Manage Team Performance Around Feedback



Best Policy



THANK YOU



References

1. Coddington, R. S., Feinberg, A., Dunn, E., Pace, G. (2005) Effects of immediate performance feedback on implementation of behavior support plans. *Journal of Applied Behavior Analysis*, 38, 205-219.
2. DiGennaro, F. D., Coddington, R., Catania, C., & Maguire, H. (2010). Effects of video modeling on treatment integrity of behavioral interventions. *Journal of Applied Behavior Analysis*, 43, 291-295
3. DiGennaro, F. D., Marens, B. K., Kleinmann, A. E. (2007) A comparison of performance feedback procedures on teachers' treatment implementation integrity and students' inappropriate behavior in special education classrooms. *Journal of Applied Behavior Analysis*. 40, 447-461.
4. Howlin, P., Gordon, R., Pasco, G, Wade, A, and Charman, T. (2007) The effectiveness of picture exchange communication system (PECS) training for teachers of children with autism: a pragmatic group randomized controlled trial. *Journal of Child Psychology and Psychiatry*, 48, 473-481.
5. LeBlanc M. P., Ricciardi, J. N., & Luiselli, J. K. (2005). Improving discrete trial instruction by paraprofessional staff through an abbreviated performance feedback intervention. *Education and Treatment of Children*, 28, 76-82.
6. Petscher, Erin, & Bailey, Jon. (2006). Effects of training, prompting, and self-monitoring on staff behavior in a classroom for students with disabilities. *Journal of Applied Behavior Analysis*, 39, 215-226.
7. Rosales, Rocio, Stone, Karen, and Rehfeldt, Ruth. (2009) The effects of behavioral skills training on implementation of the picture exchange communication system. *Journal of Applied Behavior Analysis*, 42, 541-549.
8. Schepis, M. M., Ownbey, J. B., Parson, M. R. & Reid, D. H. (2000). Training support staff for teaching young children with disabilities in an inclusive preschool setting. *Journal of Positive Behavior Interventions*, 2, 170-178.

